

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: Anne Sullivan Elementary						Grades Served: K - 5	
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation	x	Elements from Transformational Model

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Dr. Pam Homan, Superintendent
 Dr. Fred Aderhold, Assistant Superintendent
 Ann Smith, Federal Programs Coordinator
 Rich Meier, Elementary Curriculum Coordinator
 Sue McAdaragh, District Math Leader
 Lois Running, Anne Sullivan Principal
 Betsy Kringen, Parent
 Darcy Cunningham, Parent
 Joan Weber, Teacher
 Becki Bray, Teacher
 Theresa Plucker, Teacher
 Glen Haugen, Teacher
 Vince Colford, Teacher
 Carol Steele, Teacher

- Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

Student: progress toward quarterly benchmark goals established in Anne Sullivan's School Improvement Plan; performance of District end of year math assessments, Dakota STEP tests, and WIDA scores
 Teacher and Program: Review of 2009-11 School Improvement Plan;
 Community and Parent: Interviews with parents

- Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: WHEN*

*the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

A needs assessment specifically in the area of math was conducted on March 18, 2010. Teachers, parents of children who attend Anne Sullivan Elementary, and the school administration were involved in the meeting. During the needs assessment, grade level teams reviewed data collected on students' performance including state and district assessment, quarterly benchmark progress on SIP goals, and report cards.

d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Anne Sullivan is on Level 1 improvement for Math. ELL students have a greater difficulty in understanding and applying math concepts than their English speaking peers. First grade ELL students scored an average of 85.8% on the District end-of-year Math assessment compared to an average of 91% for non-ELL students. The difference was greatest at 4th grade, where ELL students scored an average of 54.2% compared to the non-ELL average of 76.1%.

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

The * indicates areas that will be addressed with SIG funds.

Strengths identified through the comprehensive needs assessment:

1. Standards-based curriculum and Essentials Guide
2. Spiraling skills from one unit to the next
3. Class size reduction in grades K-1
4. "Push-in" ELL math support*
5. Small group tutorial support through Title teachers*
6. Flexible math groups to accommodate all levels of learning*
7. Hands-on approach
8. Technology
9. Strong focus on math problem solving (CGI)

Weaknesses identified through the comprehensive needs assessment:

1. Current math program is fragmented
2. Gaps in student understanding of basic math concepts*
3. Lack of accurate assessments to identify present level of mathematical understanding and specific gaps in learning*
4. Not enough staff for all grades to have push-in services for ELL students or tutorial support by Title teachers*

f. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

Anne Sullivan is at Level 1 school improvement for math . Title I formula funds are inadequate to address this school's needs.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

The Sioux Falls School District will implement following elements from the Transformational Model at Anne Sullivan:

- 1) Implement an instructional model based on student needs; provide job-embedded PD
- 2) Increased learning time for students
- 3) Optional Instructional Reform Strategy

As a corrective action, the District implemented instructional coaches in 2008-09. Currently six instructional coaches, guided by the Elementary Curriculum Coordinator and the District Staff Development Coordinator, support elementary instruction in the District. The District is able to provide ongoing professional development for the coaches by providing funds for professional travel and structuring their schedules to allow time for collaboration with each other.

The District has a strong Special Education department that provides ongoing support and training for Special Education teachers and participates in curriculum development to ensure that all students receive appropriate instruction. Following the recommendation from the evaluation of the Instructional Coaching program, the District will add an Instructional Coach to work with ELL teachers to implement the Sheltered Instruction Observation Protocol model, which integrates English Language acquisition with content instruction.

The District also has a Title IIB Math grant that provides a District Math Leader to support teachers in implementing Cognitively Guided Instruction in math. Christina Miller, Instructional Coach at Lowell Elementary, is certified by Add+VantageMR as a Math Recovery leader. She will provide support and guidance as Anne Sullivan explores interventions for struggling math students.

The District partners with the University of South Dakota, South Dakota State University, Dakota State University, Augustana College and the University of Sioux Falls for professional development, including offering graduate credit to teachers at a reduced rate.

The District will continue to leverage funding from local, state and federal sources to meet the needs of Anne Sullivan Elementary, including efforts to reduce class sizes and to provide additional learning time for staff through collaboration. The District will increase oversight of Anne Sullivan's efforts to improve student achievement due to a reorganization of Administrative responsibilities.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

Not applicable

The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

- (7) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

The Sioux Falls School District will implement following elements from the Transformational Model at Anne Sullivan:

1) Implement an instructional model based on student needs; provide job-embedded PD

Anne Sullivan will hire **2.0 Teachers** to support students who are non-proficient in the areas of reading and math.

2) Increased learning time for students

Anne Sullivan will provide 60 hours of summer school in June. Summer School instruction will focus on math and reading and will target students who are performing below grade level.

Anne Sullivan will provide an after school tutorial program for students in grades 3-5 who scored non-proficient in math on the Dakota STEP or the District end-of-year math assessment. Tutoring will be for 30 minutes, two nights per week for 18 weeks.

3) Increased learning time for staff

ELL teachers will have up to **40 hours of additional paid time** each year to collaborate with other ELL teachers and build their capacity to meet the needs of ELL students.

- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

Anne Sullivan's staff and parents met on March 18 to discuss needs related to student achievement and develop priorities for funding through the School Improvement Grant. Superintendent Homan and Assistant Superintendent Aderhold reviewed School Improvement Grant proposals on April 6 to prioritize requests.

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011

Personnel:

Teachers	\$41,540 @ 2.0 FTE	=	\$83,080
Summer School Teachers	(9 teachers X 68 hours @ 26.29)	=	\$16,089
Summer School Paraprofessional(60 hours @ \$10)		=	\$ 600
Summer School Secretary	(25 hours @ \$15)	=	\$ 375

Benefits

Insurance, Retirement, Social Security, Medicare			
Teachers	\$83,080 X 30% =		\$24,924
Social Security, Medicare			
Summer School Teachers	\$16,089 X 13.65% =		\$ 2,196
Summer School Paraprofessional	\$ 600 X 13.65% =		\$ 82
Summer School Secretary	\$ 375 X 13.65%=		\$ 51
Teacher Hourly (after school)	\$ 1,410 X 13.65%=		\$ 192

Supplies

Summer School Supplies	\$ 3,875
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Professional Development:

Teacher Hourly (collaboration)	140 hours @ \$19.59	=	\$ 2,743
Benefits (Social Security, Medicare)	\$2,743 X 13.65% =		\$ 374

Project Year 2: July 1, 2011 – June 30, 2012

Personnel:

Teachers	\$42,786 @ 2.0 FTE	=	\$85,572
Summer School Teachers	(9 teachers X 68 hours @ 26.55)	=	\$16,249
Summer School Paraprofessional(60 hours @ \$10.30)		=	\$ 618
Summer School Secretary	(25 hours @ \$15.45)	=	\$ 386

Benefits

Insurance, Retirement, Social Security, Medicare			
Teachers	\$85,572 X 30% =		\$ 25,672
Social Security, Medicare			
Summer School Teachers	\$16,249 X 13.65% =		\$ 2,218
Summer School Paraprofessional	\$ 618 X 13.65% =		\$ 84
Summer School Secretary	\$ 386 X 13.65%=		\$ 53

Supplies

Summer School Supplies		\$ 3,875
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Professional Development

Teacher Hourly (collaboration)	140 hours @ \$19.79	=	\$ 2,771
Benefits (Social Security, Medicare)	\$ 2,771 X 13.65%	=	\$ 378

Project Year 3: July 1, 2012 – June 30, 2013Personnel:

Teachers	\$44,070 @ 2.0 FTE	=	\$88,140
Summer School Teachers	(9 teachers X 68 hours @ 26.81)	=	\$ 16,408
Summer School Home Paraprofessional (60 hours @ \$10.61)		=	\$ 637
Summer School Secretary (25 hours @ \$15.91)		=	\$ 398

Benefits

Insurance, Retirement, Social Security, Medicare

Teachers	\$88,140 X 30% =	\$ 26,442
Social Security, Medicare		
Summer School Teachers	\$16,408 X 13.65% =	\$ 2,240
Summer School Paraprofessional	\$ 637 X 13.65% =	\$ 87
Summer School Secretary	\$ 398 X 13.65% =	\$ 54

Supplies

Summer School Supplies	\$ 3,875
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Professional Development

Teacher Hourly (collaboration)	140 hours @ \$19.99	=	\$ 2,799
Benefits (Social Security, Medicare)	\$ 2,799 X 13.65% =		\$ 382

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Anne Sullivan Elementary

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)	
1. Personnel	\$100,144	\$102,825	\$105,582	\$308,551	
2. Employee Benefits	\$27,445	\$28,027	\$28,823	\$84,295	
3. Travel	\$0	\$0	\$0	\$0	
4. Equipment	\$0	\$0	\$0	\$0	
5. Supplies	\$3,875	\$3,875	\$3,875	\$11,625	
6. Contractual	\$0	\$0	\$0	\$0	
7. Professional Development	\$3,117	\$3,149	\$3,181	\$9,447	
8. Total Direct Costs (line 1-7)	\$134,581	\$137,876	\$141,461	\$413,918	
9. Indirect Costs*	\$2,719	\$2,785	\$2,858	\$8,362	
10. Total Costs (lines 8-9)	\$137,300	\$140,661	\$144,319	\$422,280	

*Use restricted indirect cost rate (same rate as regular Title I program)